

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses review of related literature that is based on relevant theories. It consists of the nature of speaking, principles in teaching speaking, and cooperative learning.

2.1 The Nature of Speaking

According to Thornbury, as cited in Burns & Richards (2012), it is stated that

“speaking meant simply oral production – or, better, oral reproduction - of language to which the learner had been previously exposed, either through explicit instruction (as in the grammar-translation approach), or through modeling and drilling (as in audiolingualism).”

Based on this notion, it is clear that speaking is the productive skills. It is produced by human in order to communicate with others. Speaking consists of producing systematic verbal utterances to convey meaning (Bailey:2005). Through speaking, we can express feelings or idea.

According to Harmer (2003), there are two major purposes of speaking. Those are transactional and interpersonal purposes. Transactional purpose means the use of speaking to convey information and deliver goods and services. For instance, ordering food in a restaurant. Meanwhile, interpersonal function focuses on keeping good relations between people like a daily conversation.

In summary, speaking is the productive skills. It is produced by human to express ideas and communicate with others in a daily activity, using either transactional or interpersonal purposes.

2.2 Principles in Teaching Speaking

According to Nunan (2015), originally articulated by Bailey (2003), there are five principles in teaching speaking:

1. Be aware of the difference between second language and foreign language learning contexts

A second language context is when the target language such as English, Spanish, Chinese, or any other language is used as the main language of communication, meanwhile foreign language context means the language being taught and learned is not used as the main language of communication. For example, in Indonesia, English belongs to foreign language context, because we don't use it as main language of communication. In contrast, English belongs to second language in Singapore because it is used as the main language by people to communicate with others.

2. Give students practice with both fluency and accuracy

Accuracy means student can speak grammatically correct, clear pronunciation, and proper vocabulary. Meanwhile, fluency means student can speak fluently and quickly. It is important for students to balance those two aspects. Grammar, pronunciation and vocabulary are important aspects when teachers

want to assess students' accuracy. In contrast, if teachers want to assess students' fluency, they don't need to focus on accuracy as long as students can convey the message to the listeners.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

This principle is based on the idea that learners learn to speak by speaking. Students can engage in a real conversation by having group and pair work. Therefore, it is the most effective way to enhance students' talking time. It also gives students the chance to develop their skills in turn taking and speaker selection. Therefore, speaking as a social activity is extended as well.

4. Plan speaking tasks that involve negotiation of meaning

The negotiation of meaning means the interactional work that speakers do to clarify misunderstandings. It happens a lot in a normal conversation. However, several tasks have been created by researchers to enhance the opportunity of misunderstanding to make learners involve in this interactional work. Therefore, they will look for investigation to know the effect of this increased interactional work on language acquisition.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

According to Michael Halliday, we use spoken language to deliver goods and services, to socialize, and for pleasure. Delivering goods and services belong to transactional purpose, while the use of spoken language to socialize belong

to interpersonal purpose of speaking. It is important to build those two points in teaching activities because people use it in a daily life.

To sum up, there are five principles in teaching speaking. The first principle is knowing the difference between second language context and foreign language context. The second principle is focus on both accuracy and fluency. The third principle is providing students with group work or pair work. The fourth principle is giving students speaking task that involve the negotiation of meaning. The last principle is involving guidance and practice in both transactional and interactional speaking classroom activities.

2.3 Cooperative Learning

Based on Slavin (1995), cooperative learning is a teaching methods that divides students into a small groups to discuss and help one another learn academic content. The main aim of cooperative learning is to make sure that students help each other to understand the materials given by teacher by having a discussion. Several research that has been done over twenty years showed that cooperative learning is effective to be implemented in every grades and in every type of content from basic skills to complex problem solving.

2.3.1 The Elements of Cooperative Learning

According to Bannet (1995), as cited in Isjoni (2009), there are five elements of cooperative learning:

a. Positive Interdependence

Interrelation among students which based on the feeling that group's success is every member's responsibility. Therefore, each student must give a contribution in order to achieve the goal. In order to create that situation, teacher needs to provide proper materials or group tasks. Therefore, it will enable the students to study and evaluate their own works also the group's work. It aims to measure the students' understanding about the materials.

b. Individual Responsibility

In a group, each member has the responsibility to learn materials so that they are motivated to help each other. In order to achieve the goal of cooperative learning which is creating stronger individual.

c. Face to Face Interaction

The students interact face to face and have a discussion with each other. There is no competition within member of the group, just a pure verbal discussion. This situation is created by having a good interrelation among students to achieve the goal.

d. Flexibility

It means that in cooperative learning, flexibility is needed. It creates interpersonal relation, develops group's ability and maintains effective work.

e. Group Process

It means increasing students' problem solving skill in a group work. In cooperative learning, the main aim is to maintain a good group work and interrelation among the members. It is important for students to have those skills because it is applied in a real life situation.

In summary, there are five elements of cooperative learning. Those are positive interdependence, individual responsibility, face to face interaction, flexibility, and group process. All five of the elements need to be applied properly to achieve the goal of cooperative learning.

2.3.2 The Types of Cooperative Learning

According to Slavin (1995), there are five types of cooperative learning based on Student Team Learning methods. Those are Student Teams Achievement Divisions (STAD), Teams Games Tournaments (TGT), Jigsaw II, Cooperative Integrated Reading and Composition (CIRC), and Team Accelerated Instruction (TAI).

1. Student Teams Achievement Divisions (STAD)

In STAD, students are divided into a small group consist of four members that are mixed in performance level and gender. The teacher gives a lesson and the students discuss the materials within the group. The students have to make sure all the members understand the lesson. Then, the students are given quiz and they do it individually. The students' score of the quiz are compared to their past score. The

teacher will give points to the team which its member shows significant improvement. This methods suit in every subject, from mathematics to language arts to social studies and science. It can be applied from grade two to college student. The main idea of this method is to motivate students to encourage and help each other master the materials given by the teacher.

2. Teams Games Tournament (TGT)

Basically, this method have the same rule as STAD. The difference is on the assessment, which there is no quiz given to the students. As a replacement, students play academic games with weekly tournaments. Students play this game with other teams' members to get scores for their teams. Eventhough TGT is almost the same as STAD. However, some teachers prefer this method because it is fun and exciting by the use of games.

3. Jigsaw II

In Jigsaw II, students are asked to read materials. Students work in a group consists of four members. Each group must have a representative for each topic. Representatives from each group meet to discuss the topic. Then, they back to their group to teach the topic that has been discussed. Teacher gives the students a quiz or assessment to assess their understanding. The assessment of this method is same as STAD.

4. Cooperative Integrated Reading and Composition (CIRC)

This method is designed to teach reading and writing to students in upper elementary and middle levels. Students may work in a group, but they will do the

reading activities in pairs, such as reading to one another, make a summary, writing responses to stories, and practicing spelling. Then, students work in a group to master main idea and other comprehension skills. Students are asked to write drafts, editing one another's work and preparing for publication of team or class book during language art periods.

5. Team Accelerated Instruction (TAI)

Basically, the concept of this method is similar to STAD and TGT. However, this method is designed to teach mathematics to students in grades 3-6. In this method, students enter an individualized sequence according to their placement test. Then, students work at their own rates. Teacher gives the students different materials to be learned, and they discuss it in the group. The teacher divides the students into groups which consist of four up to five students based on placement test. Therefore, the group is heterogen. In general, students work on different units. The results are checked by the teammates. Students can help one another if there are some difficulties.

While based on task specialization methods, there are also five types of cooperative learning. The methods are called Group Investigation, Co-op Co-op, Jigsaw II, Original Jigsaw, and Complex Instruction.

1. Group Investigation

In this method, the teacher provides a broad topic and students can choose the subtopics based on their interests. Then, students do the investigation by seeking

information through several sources like books, institutions or people. Each group member analyzes and incorporates the information. The last step is presenting the result of group investigation. This method is suitable for integrated study projects that deal with the acquisition, analysis, and synthesis of information. In this method, students must have cooperative planning skills. It means students need to organize any requirements in order to solve their problems and complete the project.

2. Co-op Co-op

It is almost similar to group investigation. In this method, there are eight steps to follow. The first step is student centered class discussion to find out topics based on students' interests. The second step, students make a group. Then, each group chooses different topic based on the first step above. In the next step, each group has to divide the topic into minitopic so that each group member will have a contribution. Then, students work individually. They gather information from interview, go to library or conduct individual project. The sixth step is student presents the minitopic to their groupmates. In the following step, students have to integrate all the minitopics' results into one topic for group presentation. The last step is group presentations.

3. Jigsaw II

This method is most suitable for social studies and literature subjects. Students are asked to read topics in a group. Each group members read different topic. After they finish reading, students within the same topic meet and discuss the topic. Then, they will back to their team and take turns teaching the materials.

4. Original Jigsaw

Basically, original jigsaw is almost similar to Jigsaw II. However, there are several differences. In this method, the reading is shorter so it takes less time than Jigsaw II. Student reads different section, but still within one topic. For example, group 1 is given a topic about Indonesia. One student may have information about Indonesia's politic, another student may have information about Indonesia's economy, and so on. The most challenging part of this method is that each material has to be written.

5. Complex Instruction

This method is mainly used in bilingual classes. There is a program that belongs to complex instruction called finding out, a discovery-oriented elementary school science program developed by Edward DeAvila and Elizabeth Cohen. Students work in a small group. The materials are about science which directed toward discovery of important scientific principles.

